DOCUMENT RESUME

ED 199 932 EA 013 463

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TITLE	Leadership Theories.
INSTITUTION	Arizona State Univ., Tempe. Southwest Regional Center for Community Education Development.; Mott (C.S.) Foundation, Flint, Mich.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	80
GRANT	G007902778
NOTE	82p.
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Administrator Role; *Leadership Qualities; *Leadership Responsibility; *Leadership Styles; Models; Personnel Management; Theories
IDENTIFIERS	Getzels and Guba Social Systems Model; *Lewin (Kurt); Maslows Hierarchy of Needs

ABSTRACT

This booklet describes various theoretical aspects of leadership, including the proper exercise of authority, effective delegation, goal setting, exercise of control, assignment of responsibility, performance evaluation, and group process facilitation. It begins by describing the evolution of general theories of leadership from historic concepts of group processes to current theories based on power and role differentiation. The concept of leadership as a process of interaction within a group directed toward some goal is defined and discussed. The authors provide a framework for conceptualizing the interaction of administration, planning, and leadership within the broader scope of management. Kurt Lewin's theory of leadership is discussed, as well as Maslow's hierarchy of needs and McGregor's assumptions about human motivation. Finally, a leadership model developed by Guba and Getzels contends that any kind of behavior is a result of influence from both personal and normative dimensions, and performance within a social system is caused by interaction between role and personality. (JEH)

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LEADERSHIP THEORIES

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1980

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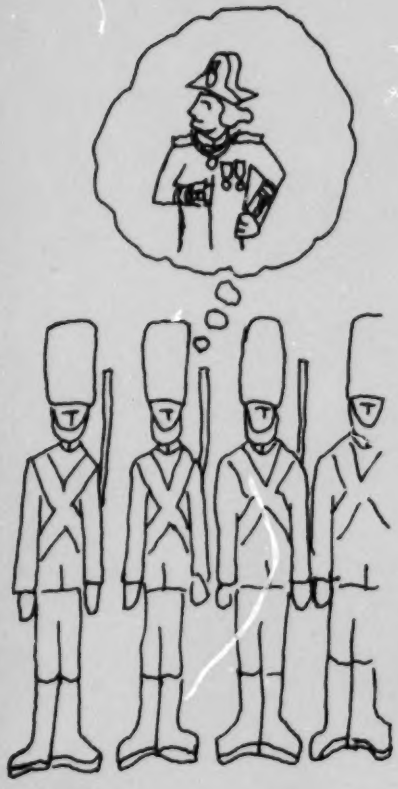


For people who are interested in or active in management or administration, the concept of leadership is important and relevant. Those who want to become leaders must deal with some major issues or concerns, such as: the proper exercise of authority; effective delegation; goal setting; exercise of control; assignment of responsibility; performance evaluation; and group process facilitation. These issues raise some basic initial questions: What is leadership? What is the "best" leadership style? What behaviors characterize a good leader?

Numerous research studies, both theoretical and applied, have been conducted in search of answers to these and other questions. As a result, much information is available about leadership. In this module, that information is presented in a way that will help you to understand the concept of leadership and to identify your own leadership characteristics.

To begin, let us take a look at the general concept of leadership? What is leadership? (See Table I)

HISTORICAL LOOK AT LEADERSHIP

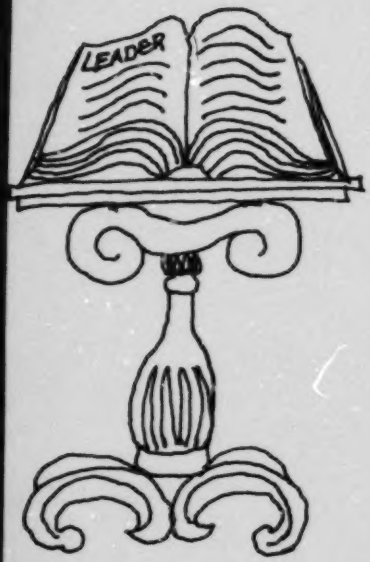
1. EARLIEST DEFINITIONS IDENTIFY LEADERSHIP AS A FOCUS OF GROUP PROCESS AND MOVEMENT.

2. LATER, LEADERSHIP BEGAN TO BE CONSIDERED AS AN ART OF INDUCING COMPLIANCE.

3. THE MOST RECENT DEFINITIONS DESCRIBE LEADERSHIP IN TERMS OF POWER AND ROLE DIFFERENTIALS, AND INITIATION OF STRUCTURE.

TABLE I

Historically, there has been an evolution in how leadership is defined and described. The earliest definitions tended to identify leadership as a focus of group process and movement. The leader was seen as the focal point of the group, who provided direction for other members. Later definitions considered leadership as the art of inducing compliance of subordinates; the leader was seen as the person who possessed the ability to motivate members of a group in order to attain the highest level of achievement and cooperation with the least conflict. The most recent definitions describe leadership in terms of power differentials, role differentiation, and initiation of structure. These are the most sophisticated definitions which suggest a scheme of relationships defined by expectations of both the leader and group members.



The dictionary definition of leadership indicates that a leader is a person who leads or conducts; who occupies a chief or prominent place; who guides, directs or commands; who by force of ideas, character or genius, or by strength of will or administrative ability can arouse, incite and motivate people to a particular way of thinking or acting.

Keeping these definitions in mind, one concludes that leadership is <u>interactional</u> and that it consists of a particular individual on one hand and as a part of group process on the other. (See Table II)

CONCEPTS OF LEADERSHIP

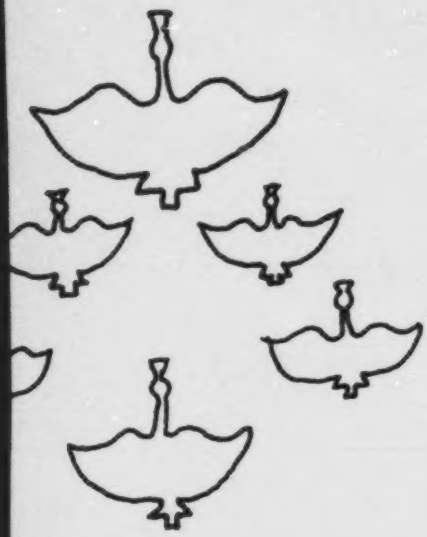
A. LEADERSHIP CAN BE DESCRIBED IN TERMS OF LEADER BEHAVIOR.

B. LEADERSHIP CAN BE DESCRIBED AS A PROCESS WHICH IS ALWAYS:

1. RELATIVE TO A SITUATION
2. DIRECTED TOWARD SOME GOAL
3. A SOCIAL INTERACTION
4. A POWER RELATIONSHIP

TABLE II

If we look at leader behavior, we examine the attributes and actions of the person who is able to focus or polarize the behavior of other persons in a group or organization. Thus, the leader is a person who can evaluate a situation, balance the conflicts and tension within the group, and channel individual energies and needs toward some action. When one looks at leadership in terms of leader behavior, one may examine a wide variety of positions and functions, including a figurehead leader, a specific position in an organization, a dictator possessed with sufficient power to force a following, a charismatic leader, or an individual who has been designated a leader by voluntary action of the group.



However, defining leadership by identifying a leader--the person whose characteristics or behavior has a determining effect on the behavior of other group members--may not give us much insight into what processes and structures allow leadership to emerge and to be maintained. If, instead, we look at leadership as a process we look at the leadership position as being the focus of specific group activities and of group change. From this point of view, leadership is not a set of individual attributes or behaviors, but rather a group of variables which describe interactions within a group.

. . . leadership arises from the interaction between a person and a context. It is different every time; seldom does it fit a particular model. Ultimately. . . leadership is best defined not by leader, but by those the leader attempts to lead. Leadership is in the eyes of the led.

(Barth, p. 80)

True leaders. . . emerge from, and always return to, the wants and needs of their followers. They see their task as the recognition and mobilization of their followers' needs.

(Burns, p. 48)

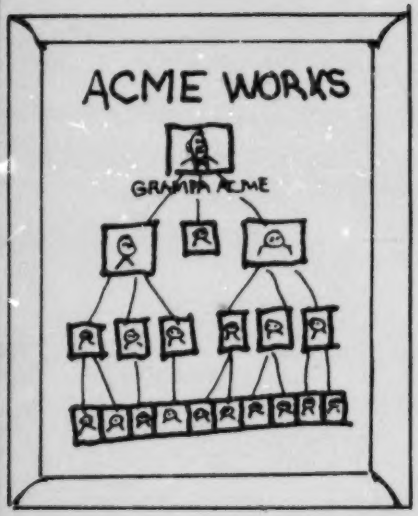
Viewed as a process, leadership is always:

1. Relative to a situation

   Each specific situation is influenced by the goals of the institution, type of jobs to be done, and the personalities of the individuals who are members of a group and individuals who occupy leadership positions.

2. Directed toward some goal

   How can anyone expect to work effectively without goals to accomplish? Once a specific goal or set of goals has been identified, leadership is the behavior of the individual whose task is to direct the efforts of others toward goal attainment.

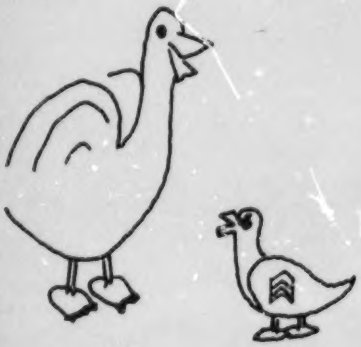


3. A social interaction

   In order for the process of leadership to occur, there must be a group of persons in some type of interaction. Social interaction refers to relationships between the leaders and subordinates, role expectations and interpersonal relationships.

4. A power relationship

   Power, in this case, is defined as the ability to cause other persons to adjust their behavior to conform with communicated behavior patterns. Leadership only exists if there is legitimate power.



How does leadership differ from management of administration? (See Table III) To lead is to engage in an act which initiates a structure in interaction with others. A leader will contribute ideas, set goals, develop strategies, and interact with others for effective accomplishment of goals. To administer is to follow or to engage in an act which maintains a structure initiated by another. An administrator puts into effect the policies and rules of an organized group. Once a group is organized, even a temporary leader becomes an administrator. As such, the person to whom the responsibility is delegated engages in a series of actions that have been identified as the administrative process.

DIFFERENCES AMONG LEADERSHIP, ADMINISTRATION AND MANAGEMENT

1. TO LEAD IS TO ENGAGE IN AN ACT WHICH INITIATES A STRUCTURE IN INTERACTION WITH OTHERS.

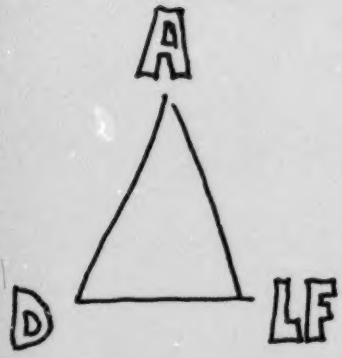
2. TO ADMINISTER IS TO FOLLOW OR TO ENGAGE IN AN ACT WHICH MAINTAINS A STRUCTURE INITIATED BY ANOTHER.

3. TO MANAGE IS TO PERFORM THREE FUNCTIONS: ADMINISTRATION, PLANNING, AND LEADERSHIP.

TABLE III

It is important to stress that the terms leader and administrator are relative, for the administrator is not altogether passive in maintaining set procedure, nor is the leader necessarily always engaged in initiating change The leader, however, is distinguished from the administrator since she or he is establishing new goals, structures, processes and procedures rather than implementing the current set of goals and activities within the existing structure.

Management is a more general term. It refers to a broad concept that contains three parts. These are administration, planning, and leadership. As you can see, both leadership and administration are found within management.



The concept of leadership as developed by Kurt Lewin depends on seeing the leader as relating to situational variables. In the 1940's, Lewin introduced the triangle concept of leadership to represent autocratic, democratic and laissez-faire situations. (See Table IV) The triangle represents the relationship of similarities and differences between autocracy, "A"; Democracy, "D"; and Laissez-faire, "LF." An equilateral triangle is used to show the relationships between these three styles of leadership because by its nature the points of an equilateral triangle are equal distances apart; therefore, the representation of the three styles of leadership become equidistant

LEWIN'S TRIANGLE

A. AUTOCRATIC
1. LEADER HAS CONTROL
2. SITUATIONS FOR USE ARE WHEN:
   A. PEOPLE ARE DEPENDENT
   B. DECISIONS ARE ALREADY MADE
   C. POSITIONAL OR EXPERT LEVERAGE IS PRIMARY
   D. AN EMERGENCY SITUATION EXISTS
3. ADVANTAGES:
   A. ROLES ARE CLEARLY DEFINED
   B. LEADER IS GIVEN TOTAL CONTROL TO ACCOMPLISH GOALS
4. DISADVANTAGE: ALL RESPONSIBILITY AND DECISION-MAKING RESTS IN ONE INDIVIDUAL

B. DEMOCRATIC
1. PARTICIPATION BY GROUP MEMBERS
2. SITUATIONS FOR USE ARE WHEN:
   A. AUTONOMY WITHIN JOBS
   B. GROUP COOPERATION AND PARTICIPATION IS ESSENTIAL
   C. CREATIVITY IS ENCOURAGED
   D. PEOPLE ARE INDEPENDENT
3. ADVANTAGES:
   A. EASE OF MANAGEMENT
   B. MANAGERIAL DECISIONS ARE IMPROVED IN QUALITY
   C. ECONOMY IN TIME AND MONEY
   D. GROUP COHESIVENESS
4. DISADVANTAGE: CONTROL OF BEHAVIOR DEPENDS UPON GROUP ITSELF TO BE MOTIVATED

C. LAISSEZ-FAIRE
1. MAXIMUM PERSONAL FREEDOM; MINIMUM LEADER PARTICIPATION
2. SITUATIONS FOR USE ARE WHEN:
   A. SKILLED OR PROFESSIONAL PEOPLE ARE HIRED TO PERFORM A JOB
   B. LITTLE OR NO DIRECTION IS NEEDED
3. ADVANTAGE: MAXIMUM PERSONAL FREEDOM ALLOWED WITH MINIMUM INTERFERENCE
4. DISADVANTAGE: REQUIRES SKILLED, COMPETENT PEOPLE

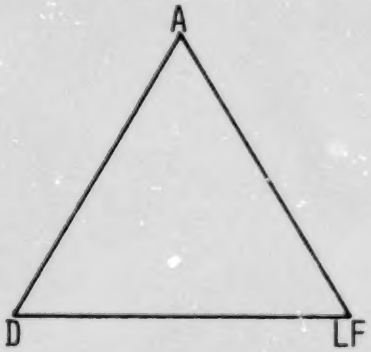


TABLE IV

According to Dr. Lewin, the characteristics of the three types of leadership styles are:

1. Autocratic

The autocratic or authoritarian style is one in which the leader has complete control. All determinations of policies, techniques and activities are dictated by the leader. Behavior is controlled through power. Although in its extreme form the autocratic style of leadership attempts to hold unlimited and independent authority over a group, autocracy in and of itself is not necessarily bad and sometimes may be unavoidable or essential for action.

This style is usually used in the following situations:

a. When people are dependent

Some people need and are highly dependent upon the authoritative guidance of leaders.

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b. When decisions are already made

When policies and procedures for a specific action have already been determined and formulated, it is assumed that the goals have been set and are binding. The task then is to communicate and enforce these policies. Another example of this is a situation where work specifications and routines exist. The leader's job is one of quality control and maintenance of standards.

c. When positional or expert leverage is primary

In some situations, it is necessary for a technical or highly skilled individual to operate.

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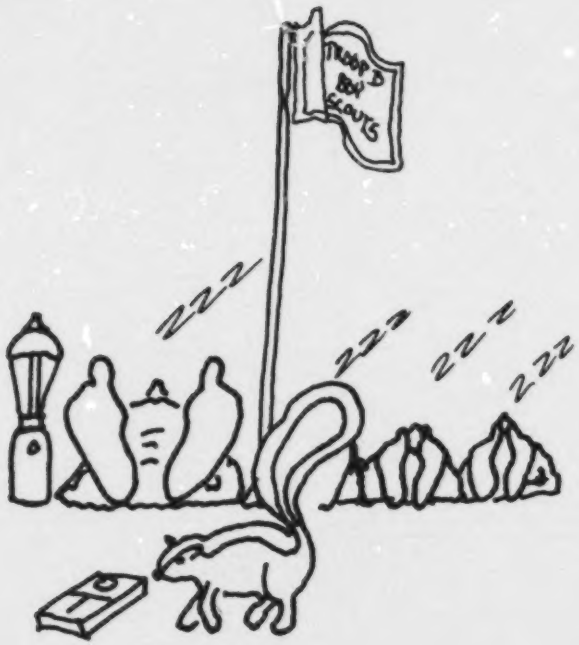


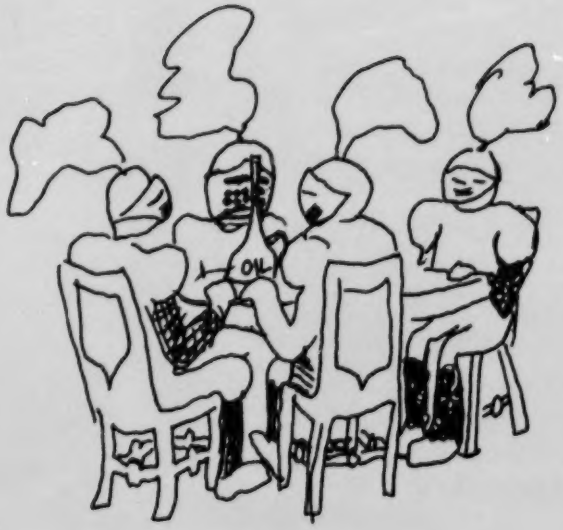
d. When an emergency situation exists
When quick and decisive action must be taken, a leader must exert authority and initiate appropriate action to respond to an immediate situation.

Advantages of the autocratic leadership style are that roles are objectively and clearly defined so that people know exactly what behavior is expected and that the leader is given total control of the situation so may make decisions and act in the manner he or she feels is best. This, of course, could turn out to be a disadvantage since all responsibility and decision-making is centered on one individual.

2. Democratic

Participation of group members is the basic characteristic of the democratic leadership style. In this situation, the leader functions with the group. Members contribute their ideas, feelings and preferences. They help select goals and plan activities. All policies are a matter of group discussion and decision which is encouraged and assisted by the leader. Other characteristics of this particular leadership style are: cooperative behavior; use of informal, permissive procedures; objectivity; and feelings of group solidarity.

The democratic leadership style is best used in situations when there is a great deal of autonomy within jobs, group cooperation and participation is essential, creativity is encouraged, and people are independent.



Some advantages of democratic leadership are:

a. Ease of management

   Less close supervision is needed. Authority and acceptance are diffused through the group so resistance is limited.

b. Managerial decisions are improved in quality.

c. Economy in time and money

   There is a greater interest and motivation of team members in reaching the goal.

d. Group cohesiveness

   As a result of democratic leadership and group participation, there seem to be smoother relationships among group members which result in less absenteeism and turnover.

However, the democratic style does endeavor to control behavior, but this mode of control relies upon the group itself. The control is not independent of the group but rather makes use of motivational forces within the group.

3. Laissez-faire

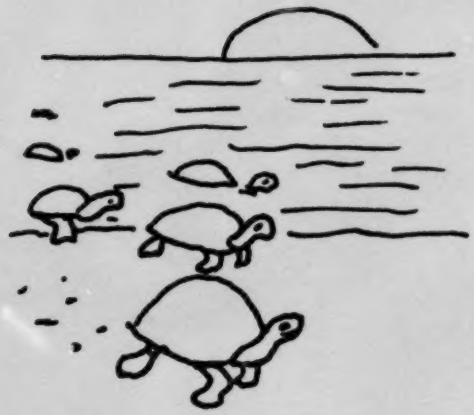
The laissez-faire style of leadership offers complete freedom for group or individual decisions with a minimum of leader participation. The leader may be present to give information when the group asks for it; however, he or she does not plan policies, set goals, or arrange situations so that goals can be achieved. This leadership style is effective in situations where professional people are hired for jobs that require little or no direction such as the job of a college professor or a physician.

An advantage of the laissez-faire style is that people are permitted maximum personal freedom with a minimum of interference. In order for this to work, skilled and competent people are needed who possess the ability to work independently. There is a reliance on the autonomous characteristics of the group.

The terms autocracy and democracy coincide with leadership as it is characterized in two political systems. Autocracy represents a political system such as that controlled by Hitler where one individual was in control of the total situation, while democracy is demonstrated by the political system in the United States where citizens are given a vote which allows participation in both law and decision-making.

Laissez-faire, however, does not represent a political system but a set of principles or policies which may operate within any political system. Laissez-faire does not mean a lack of structure or lack of leadership but refers to a condition of maximum personal freedom.

None of the three leadership styles exists as an absolute or extreme form. Rather, characteristics of each style are present to a degree in each situation that requires some type of leadership. Using Lewin's triangle, a person would find a specific area in the triangle between the three points hat most accurately represents his or her personal leadership style.



While Lewin used a triangle to represent the concept of leadership, leadership may also be seen as a continuum of leader behaviors. (See Table V) This approach, which attempts to integrate various ideas about leadership, was developed by Robert Tannenbaum and Warren H. Schmidt. They see leadership as a continuum of behaviors ranging from leader-centered strategies to group-centered strategies.

In this model, the leader's choice of strategies is influenced by a number of forces: those within the leader; those within the group; and those of the situation.

1. Forces within the leader are the leader's value system; tolerance for ambiguity; and assessment of the leader's and the group's competence.

2. Forces in the group are the group's or group members' needs for dependency or independency; desire to assume responsibility; interest in the job; knowledge and experience; and expectations.

3. Forces in the situation include the type of organization, including its specific values and goals; the nature of the task; and time constraints.

CONTINUUM OF LEADER BEHAVIOR

AUTOCRATIC (LEADER-CENTERED) — DEMOCRATIC (GROUP-CENTERED)

LEADER AUTHORITY ——— GROUP FREEDOM

1	2	3	4	5	6	7
1. LEADER DECIDES, ANNOUNCES DECISION	2. "SELLS" DECISION TO GROUP	3. ANNOUNCES DECISION, PERMITS QUESTIONS	4. PRESENTS TENTATIVE DECISION, CONSULTS GROUP AND DECIDES	5. PRESENTS PROBLEM, ASKS FOR IDEAS, DECIDES	6. PRESENTS PROBLEM AND BOUNDARIES, GROUP DECIDES	7. GIVES GROUP AS MUCH FREEDOM AS HE OR SHE HAS TO DEFINE PROBLEM AND DECIDE

The Tannenbaum-Schmidt model describes the degree of authority exercised by leaders and the degree of participation by group members. The diagonal line from left to right represents progression from autocratic to democratic leadership or from leader-centered strategies to group-centered strategies. Leader behaviors range from the leader making all decisions, consulting with the group prior to decision-making, asking for ideas, to allowing the group to define the problem and decide.

For example, a person occupying a leadership position who makes all the decisions and presents the outcome from these decisions to the group would plot his or her behavior at the far left of the continuum which represents leader-centered or autocratic behavior. On the other hand, a person who looks at alternatives, presents tentative decisions, then consults the group before deciding would be represented by the center of the continuum, half-way between autocratic and democratic styles, which is between total leader authority and total group freedom.

Unlike Lewin's Triangle or Tannenbaum and Schmidt's Continuum of Leader Behavior, another way to look at leadership is to describe leader behavior as a function of perception. The feelings, beliefs, conditions, and understandings of a person constitute the directing forces of his or her behavior. To further explain this, we will look at a modified version of the managerial grid designed by Robert Blake and Jane Mouton of Ohio State University. (See Table VI)

The managerial grid focuses on two concerns:

1. The task, which represents achievement of some specific goal;
2. The worker, which focuses on maintenance or strengthening of the group itself.

The grid is made up of two axes. The horizontal axis is labeled "structure," which represents concern for production. The vertical axis is labeled "consideration" to indicate concern for people.

MANAGERIAL GRID

MAJOR CONCERNS

1. TASK - ACHIEVEMENT OF A SPECIFIC GOAL
2. WORKER - STRENGTHENING OF THE WORK GROUP

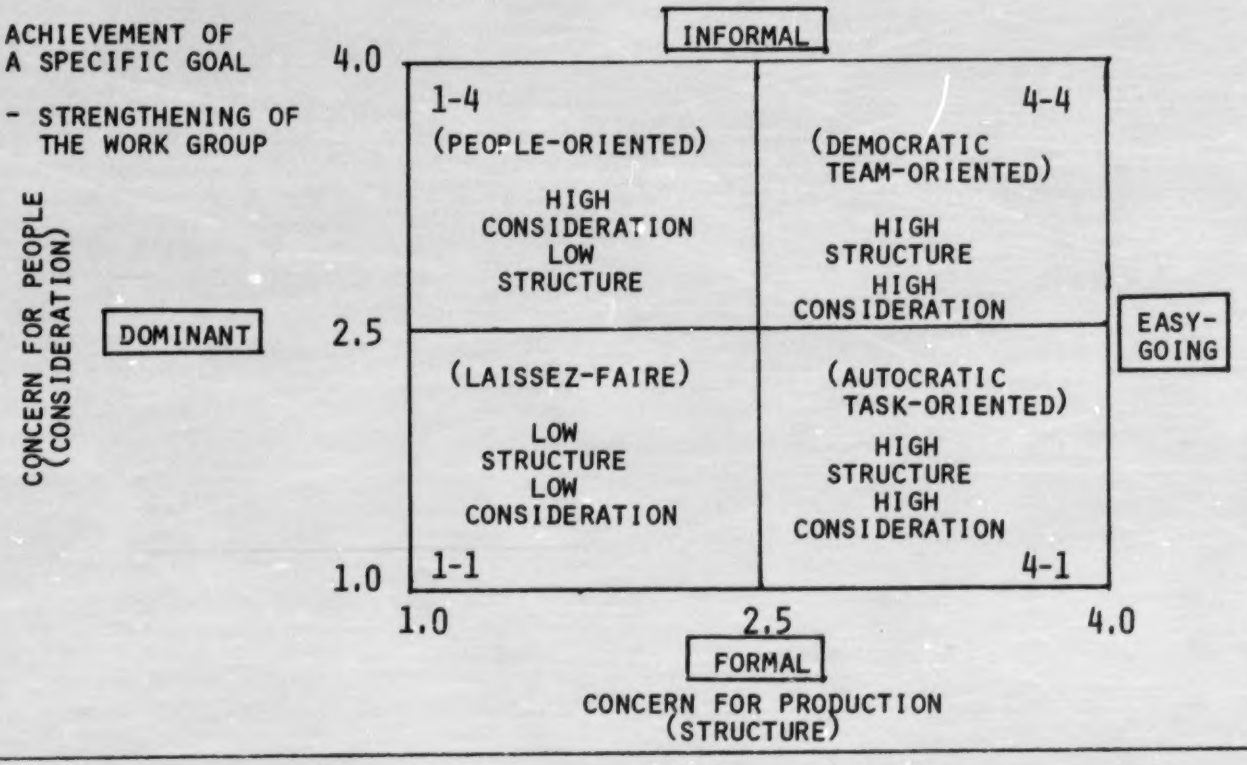


TABLE VI

On each axis is a scale from 1 to 4. This grid allows the plotting of a leader's behavioral description in terms of people or task orientation, using both the horizontal and vertical axes. Thus, a leader's behavior can be described by any numerical combination from 1-1 to 4-4. (See Table VII) After answering a questionnaire, a person will plot his or her style on the grid. The plotted point will fall in the quadrant which best describes that individual's style at the time the questionnaire was completed.

1-1 People-oriented style places high attention on satisfying the personal needs of the individuals.

4-4 Democratic managerial style is team-oriented where there is a relationship of trust and respect between the management and workers.

1-1 Laissez-faire style has low involvement by management with people as well as task. Note that this definition differs from Lewin's in that it implies more a lack of leadership than maximum individual freedom.

4-1 Autocratic is task-oriented management style where the conditions of work are so arranged that the human elements interfere to a minimum degree.

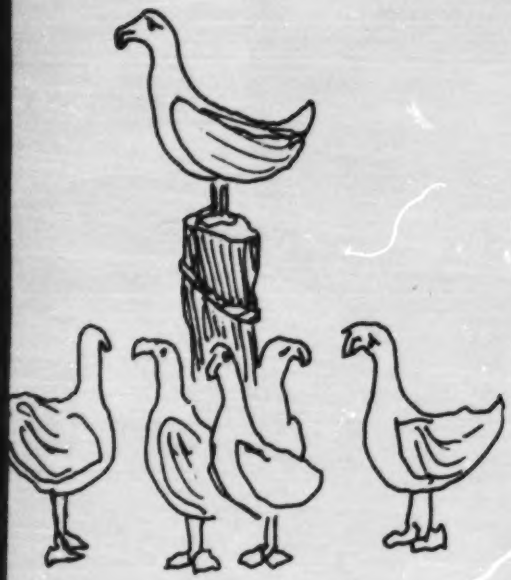
For further understanding, an activity using the managerial grid has been prepared for use with this learning module. (Please complete Activity I before continuing in this module.)

MANAGERIAL GRID QUADRANTS

1. 1-4 PEOPLE ORIENTED
   HIGH CONSIDERATION, LOW STRUCTURE
2. 4-4 DEMOCRATIC
   HIGH STRUCTURE, HIGH CONSIDERATION
3. 1-1 LAISSEZ-FAIRE
   LOW STRUCTURE, LOW CONSIDERATION
4. 4-1 AUTOCRATIC
   HIGH STRUCTURE, LOW CONSIDERATION

In addition to looking at leader behavior as a function of perception, one should also look at motivation. Motivation is something that prompts a person to act in a certain way. It consists of the needs a person brings to a situation and what the situation brings to the person. A key to good leadership is being able to identify a person's motivations and to relate these needs to an organization's goals. Two scholars concerned with motivation are Maslow with his Hierarchy of Needs and McGregor with his Theory X-Theory Y model.

Maslow's theory of motivation asserts that human motives emerge in a sequential pattern according to a hierarchy of five need levels: physiological, security, social, esteem, and self-actualization. As early as 1954, Maslow suggested that a leader's style could be identified by discovering the level(s) of the hierarchy of needs at which he or she functions.



According to Maslow, people have an inborn tendency to make the most of their possibilities. He distinguishes between higher and lower needs in a hierarchy that leads toward self-actualization. (See Table VIII) The five levels which he identifies are:

1. Physiological: These include such needs as food, air, water, rest and warmth.

2. Security: Human beings seek security from the hazards of their environment, as do all organisms. Among these desires are shelter, clothing, safety, and stability.

3. Social: People want the affection of relatives and friends. They also wish to identify with one or several social groups, such as a family, a faculty, club or church. Friendships as well as belongingness and approval are important.

4. Esteem: Individuals tend to seek status and careers that have prestige. In addition, they are motivated in the direction of self-esteem through competence and recognition.

5. Self-actualization: Self-actualization is the inborn tendency to make the most of one's possibilities as a person. It is a process which represents recognition of one's full potential.

MASLOW'S HIERARCHY OF NEEDS

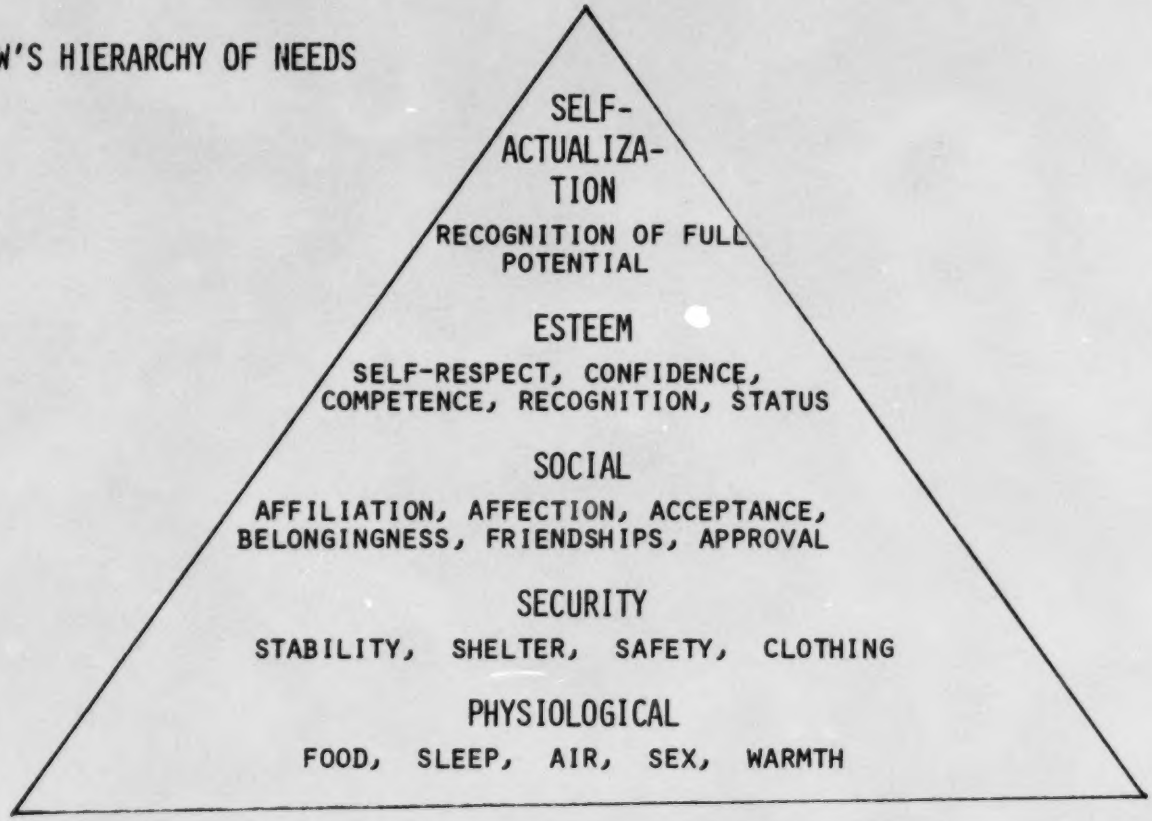


TABLE VIII

Maslow feels that for a specific individual at a given point in time one class of needs will be more important than any other. As those needs become satisfied, needs at the next level become stronger. It is also assumed that once a need is satisfied it decreases in strength. For example, when security needs are satisfied, not only do security needs decrease, but social needs increase.

For persons in leadership positions, it is essential to know the need levels of their personnel because it makes no sense to motivate at the esteem level when the workers are insecure, or to motivate at the security level if the workers are seeking self-esteem. The focus should be on growth from whatever level people are at presently.

Like Maslow, McGregor based his theory on the view that a leader's style can be described according to the basic assumptions he or she holds about people and human motivation. McGregor established a continuum based on what he saw as two opposing assumptions, which he labeled Theory X and Theory Y (See Table IX)

MCGREGOR'S ASSUMPTIONS ABOUT HUMAN MOTIVATION

THEORY X

1. PEOPLE HAVE AN INHERENT DISLIKE FOR WORK AND WILL AVOID IT IF POSSIBLE.
2. BECAUSE OF THIS DISLIKE FOR WORK, PEOPLE MUST BE DIRECTED, COERCED, AND THREATENED TO DO WORK.
3. PEOPLE PREFER TO BE DIRECTED, WISH TO AVOID RESPONSIBILITY AND HAVE LITTLE AMBITION.

THEORY Y

1. USE OF PHYSICAL AND MENTAL EFFORT IN WORK IS AS NATURAL AS PLAY OR REST.
2. PEOPLE WILL EXERCISE SELF-DIRECTION IN WORK TO WHICH THEY ARE COMMITTED.
3. PEOPLE WORK FOR REWARDS ASSOCIATED WITH ACHIEVEMENT.
4. PEOPLE LEARN TO ACCEPT AND SEEK RESPONSIBILITY.
5. GIVEN THE OPPORTUNITY, PEOPLE LIKE TO USE IMAGINATION, INGENUITY, AND CREATIVITY IN WORK.

TABLE IX

Theory X represents traditional assumptions that:

1. The average person has an inherent dislike of work and will avoid it if possible.
2. Because of this dislike of work, most people must be coerced, controlled, directed and threatened in order that they put forth adequate effort toward the achievement of organizational objectives;
3. The average person prefers to be directed, wishes to avoid responsibility, has relatively little ambition, and wants security above all.

On the other hand, Theory Y holds that it is possible to have a flexible structure and that:

1. The expenditure of physical and mental effort in work is as natural as play or rest;

2. External control and the threat of punishment are not the only means for bringing about effort toward organizational objectives. People will exercise self-direction and self-control in the service of objectives to which they are committed.

3. Commitment to objectives is a function of the rewards associated with their achievement. The most significant of such rewards (for instance, the satisfaction of esteem and self-actualization needs) can be direct products of effort directed toward organizational objectives;

4. The average person learns, under proper conditions, not only to accept, but to seek responsibility; and

5. The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the identification of organizational problems is widely distributed in the population.

Theory X leaders feel that people are basically lazy with a dislike for work and see their jobs as making individuals responsible for functions and having to coerce, direct, and threaten those individuals. Theory Y leaders, on the other hand, agree that the average person will not be truly free until they view their work as a highly desirable activity. They see their jobs as making groups responsible for objectives and, left to their own devices, will proceed with accomplishment of that goal.

McGregor's Theory X-Theory Y conceptualization also highlights the inherent complexity of human behavior. People are not motivated by a single driving force. Instead, people seek many satisfactions and these needs are dynamic, changing as people grow and develop. This fact reinforces the need for flexible, adaptive behavior on the leader's part for differential leadership styles.

For further understanding of Theory X-Theory Y, an activity has been prepared for use with this learning module. (Please complete Activity II before continuing in this module.)

The following chart shows a comparison of both Maslow's and McGregor's motivational theories. (See Table X)

Theory X views people on level one and two of Maslow's Hierarchy; while Theory Y assumes personal development at least on the social level and progressing toward self-actualization.

Leadership may also be seen as occurring in a social system and one may study that social system in order to understand the process of leadership. The term social system refers not only to society or a large group of individuals but also to any series of relationships among people. A social system can be described as the activities, interactions, and sentiments of the group members, together with the mutual relations of these elements with one another during the time the group is active.

MOTIVATIONAL THEORIES

MASLOW'S HIERARCHY OF NEEDS

MCGREGOR'S THEORY X-THEORY Y

THEORY Y

THEORY X

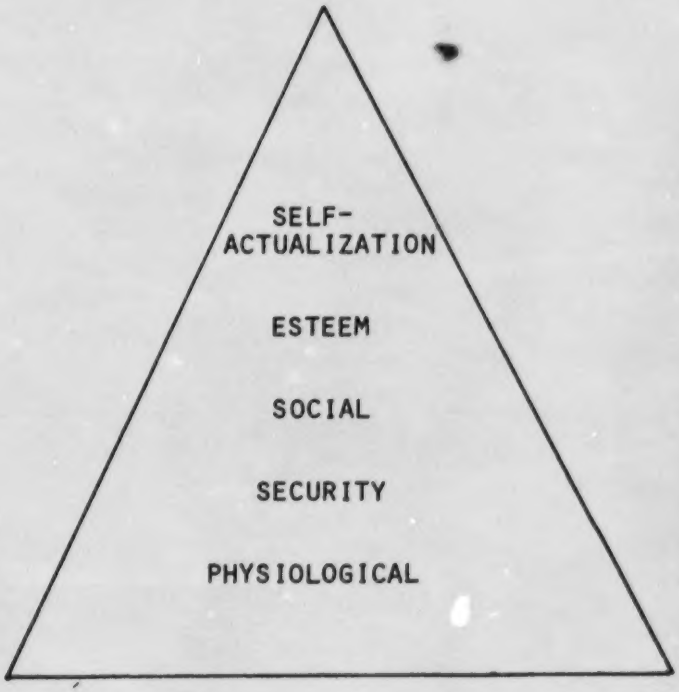
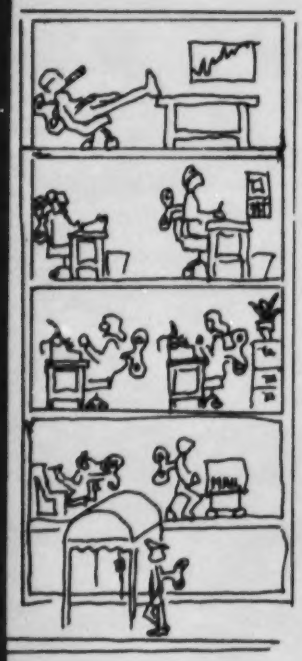


TABLE X



A model describing leadership as a process within a social system was developed by Getzels and Guba in 1957. (See Table XI) They see a social system as being composed of two kinds of phenomena, the normative (nomothetic dimension) and the personal (ideographic dimension). According to the model, each component interacts with the other to produce observed social behavior in a specific social system.

The normative or nomothetic dimension deals with institutions, their roles and role expectations that fulfill the goals of the system. An institution is any group which is composed of people who have been structurally organized into roles. Roles represent positions, offices, or status within an institution. In order to guarantee the attainment of institutional goals and objectives, the people in specific roles have specific institutional role expectations.

GUBA-GETZELS

SOCIAL SYSTEM MODEL

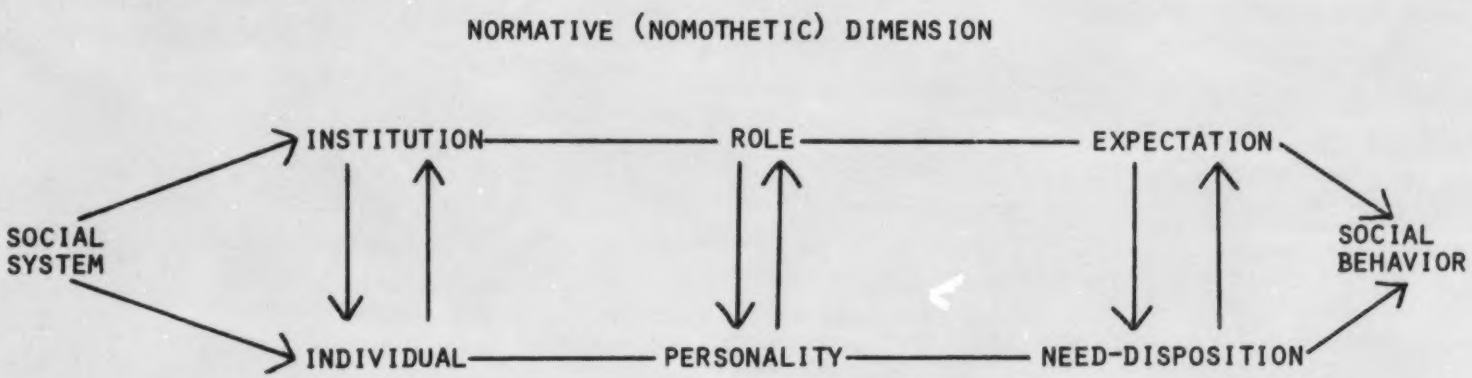


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TABLE XI

Getzels and Guba point out that institutional expectations alone do not define behavior; if they did, all individuals in given roles would behave alike. Instead, individual variables also affect behaviors--what the researchers have labeled the "ideographic" dimension. The ideographic dimension is made up of individuals with their own personalities and need-dispositions (preferences, attitudes, interests, physical needs, etc.) who inhabit the system. The interactions of these people within both the nomothetic and ideographic dimensions compose what is called social behavior. This behavior may be understood as a combination of both normative and personal dimensions. That is, behavior is affected by institution, role, and expectation together with individual, personality and need-disposition.

According to this model, any kind of behavior is a result of influence from both personal and normative dimensions, and performance within a social system is caused by interaction between role and personality. Thus, the proportion of role and personality will determine specific behavior and will vary with each specific system, institution, role and personality involved.

As you can see by the theories presented, researchers no longer explain leadership solely in terms of the individual or the group. It is generally accepted that the demands of a given situation often require an individual to occupy a leadership position. This individual is expected to play a role that differs from the roles of other group members.

Conclusions from the theories presented concerning the nature of leadership may be summarized as follows:

1. Personal characteristics of an individual do not completely explain the phenomena of leadership.
2. Leadership consists of a relationship between an individual and group according to the needs of a specific situation.
3. The demand for a particular leadership style will vary according to each situation and the individuals involved in leadership positions or as members of the group.

This module on leadership was intended to help you increase your understanding of leadership theories and alternative leadership styles, as well as aid in assessment of your own leadership style. It is hoped that as a result of reading this information and completing the activities, the reader will more fully appreciate his or her individual style and capitalize on strengths in order to increase effectiveness for working productively and in harmony with others.

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BEHAVIORAL CHARACTERISTICS RATING FORM

Name of person being rated: _____

Directions: Circle one of the numbers to indicate how you see the person you are rating.
For example:

Dominant 1 2 (3) 4 Easy-going

The rater here decided that the person he/she was rating was more easy-going than dominant, but not easy-going enough to rate a 4.

1.	Appears confident	1	2	3	4	Reserved
2.	Passive	1	2	3	4	Aggressive
3.	Responsive	1	2	3	4	Self-controlled
4.	Easy-going	1	2	3	4	Dominant
5.	Takes charge	1	2	3	4	Goes along
6.	Formal	1	2	3	4	Informal
7.	Disciplined	1	2	3	4	Spontaneous
8.	Communicates readily	1	2	3	4	Hesitant communicator
9.	Accepting	1	2	3	4	Challenging
10.	Appears unorganized	1	2	3	4	Appears organized
11.	Initiates social contact	1	2	3	4	Lets others initiate
12.	Asks questions	1	2	3	4	Makes statements
13.	Overbearing	1	2	3	4	Shy

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14.	Reserved	1	2	3	4	Fun loving
15.	Appears active	1	2	3	4	Appears thoughtful
16.	Relaxed	1	2	3	4	Assertive
17.	Withholds feeling	1	2	3	4	Expresses feeling
18.	Relationship oriented	1	2	3	4	Task oriented
19.	Pushy	1	2	3	4	Gentle
20.	Discriminating	1	2	3	4	Impulsive
21.	Extrovert	1	2	3	4	Introvert
22.	Warm	1	2	3	4	Cool
23.	Subtle	1	2	3	4	Direct
24.	Distant	1	2	3	4	Close
25.	States information	1	2	3	4	Saves information
26.	Quiet	1	2	3	4	Talkative

Developed by: Northwest Regional Educational Laboratory; Portland, Oregon, 1978.

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BEHAVIORAL CHARACTERISTICS

SCORE SHEET

Dominant/Easy-going

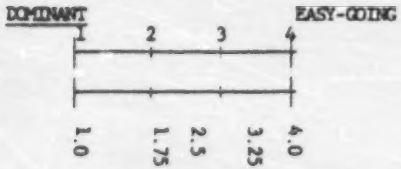
To locate the person on the Dominant/Easy-going Scale: place the ratings from the Behavioral Characteristics Rating Form on the lines following the corresponding question numbers below:

1. ____ 2. ____
5. ____ 4. ____
8. ____ 9. ____
11. ____ 12. ____
13. ____ 16. ____
15. ____ 23. ____
19. ____ 26. ____
21. ____
25. ____ Sum #2 ____

Sum #1 ____

(Sum #1) + 35 - (Sum #2) = ___ ÷ 16 = ___

Place an X on the horizontal scale corresponding to the score above:



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Formal/Informal

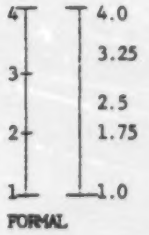
To locate the person on the Formal/Informal Scale: place the ratings from the Behavioral Characteristics Rating Form on the lines following the corresponding question numbers below:

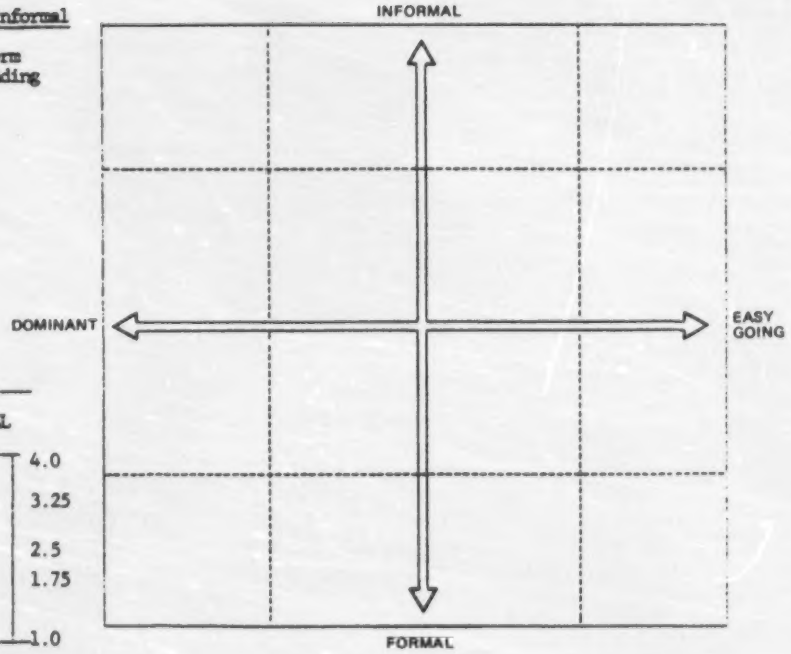
6. ____ 3. ____
7. ____ 10. ____
14. ____ 18. ____
17. ____ 22. ____
20. ____ Sum #2 ____
24. ____

Sum #1 ____

(Sum #1) + 20 - (Sum #2) = ___ ÷ 10 = ___

Place an X on the vertical scale corresponding to the score above.





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CHARACTERISTICS OF EACH BEHAVIORAL STYLE AT BEST

- Asks WHO? (personal question) - Decisions easily made and easily changed - Warm, friendly - Flexible - Persuasive - Imaginative and creative - Insightful - Out front, forceful - Communicates well - Enthusiastic	- asks WHY? (personal, non-goal question) - Decisions are agreeable to others - Good listener - Friendly - Non-competitive - Values, close, lasting friendships - Allows others to initiate - Puts others at ease - Willing to take direction - Likes a human angle
- Asks WHAT? (results-oriented question) - Decisions made easily and rapidly - Strong-willed - Performs to capacity - Quickly responds - Competitive - Persistently thorough - Eagerly ambitious - Uses time well - Likes workable and logical solutions	- Asks HOW? (technical, analytical questions) - Hesitant decision maker - Thrives on data: facts and concepts - Systematic and orderly - Quiet, non-threatening - Allows others to initiate - Problem-solver - Goal oriented, but slowly and carefully - Persistent - Serious

ACTIVITY II
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ATTITUDES INFLUENCING LEADERSHIP STYLES

There are no right or wrong answers. We are interested in your opinion about the statements that follow.

1. The average human being prefers to be directed, wishes to avoid responsibility, and has relatively little ambition.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

2. Leadership skills can be acquired by most people regardless of their particular inborn traits and abilities.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

3. The use of rewards (pay, promotion, etc.) and punishment (failure to promote, etc.) is not the best way to get subordinates to do their work.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

4. In a work situation, if the subordinates cannot influence me then I lose some influence on them.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

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5. A good leader should give detailed and complete instructions to subordinates, rather than giving them merely general directions and depending upon their initiative to work out the details.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

6. Group goal setting offers advantages that cannot be obtained by individual goal setting.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

7. A superior should give subordinates only that information which is necessary for them to do their immediate tasks.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

8. The superior's authority over subordinates in an organization is primarily economic.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

ACTIVITY II
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CALCULATION TABLE FOR "ATTITUDES INFLUENCING LEADERSHIP STYLE"

Directions: Using questions 1 through 8, circle the word in the appropriate column for items marked "strongly agree," "undecided," and "strongly disagree."

QUESTION	STRONGLY AGREE	UNDECIDED	STRONGLY DISAGREE
1.	conservative	middle of the road	liberal
2.	liberal	middle of the road	conservative
3.	liberal	middle of the road	conservative
4.	liberal	middle of the road	conservative
5.	conservative	middle of the road	liberal
6.	liberal	middle of the road	conservative
7.	conservative	middle of the road	liberal
8.	conservative	middle of the road	liberal

Five to eight items in the "liberal," "middle of the road," or "conservative" categories are a strong indication of your managerial style. This is the style that you will project most of the time.

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Brief outline of Theory X and Theory Y as postulated by the late Douglas Murray McGregor of the School of Industrial Management at the Massachusetts Institute of Technology.

Theory X - Conservative

Conservative leaders adhere to the following three propositions:

1. Management is responsible for organizing the elements of productive enterprise--money, materials, equipment, people--in the interest of the organization's economic ends.
2. With respect to people, this is a process of directing their efforts, motivating them, controlling their actions, and modifying their behavior to fit the needs of the organization.
3. Without this active intervention by management, people would be passive--even resistant--to organizational needs.

Theory Y - Liberal

Liberal leaders adhere to the following three propositions:

1. Management is responsible for organizing the elements of productive enterprise--money, materials, equipment, people--in the interest of the organization's economic ends.
2. People are not by nature passive or resistant to organizational needs. They have become so as a result of experience in organizations.
3. The motivation, the potential for development, the capacity for assuming responsibility, the readiness to direct behavior toward organizational goals are all present in people. Management does not put them there.

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Theory X - Conservative

McGregor says that managers use the conservative style because they make the following assumptions about people:

1. People are by nature indolent.
2. They lack ambition, dislike responsibility, prefer to be led.
3. They are self-centered, indifferent to organizational needs.
4. They are by nature resistant to change.
5. They are not very bright and lack creative potential.

Theory Y - Liberal

McGregor says that managers used the liberal style because they make the following assumptions about people:

1. People are ambitious.
2. They seek responsibility.
3. They recognize and accept organizational goals.
4. They are dynamic and flexible.
5. They are intelligent and possess creative potential.

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